

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: ROTC and Military Training
Course Number: 1801300
Course Title: Leadership Education and Training I
Credit: 1.0

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes development of basic leadership skills to include leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communication techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles, and awareness of substance abuse and prevention are included. Basic first aid measures are additional content areas. An overview of the globe and geography along with basic map reading skills are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens, and the federal justice system.

The content should include, but not be limited to, the following:

- mission, challenges, opportunities, and goals of the Army JROTC
- history of JROTC
- rank and structure of the Army JROTC
- Army JROTC support for Army operations
- decorations, awards, and related criteria
- Army JROTC personal appearance and uniform wear
- American symbols, flags, and national anthem
- military traditions, customs, and courtesies
- development of leadership behaviors and skills
- origin and impact of attitudes and values
- leadership categories, definitions, models, and principles
- history, purposes, responsibilities, procedures, and impact of drill

- drill procedures from individual through platoon levels
- self-awareness, appreciation for diversity, and personal growth
- effective learning skills, study habits, and test-taking strategies
- strategies for reading comprehension
- effective communication skills (writing, listening, and speaking)
- conflict management
- financial planning
- fitness and nutrition for a healthy lifestyle
- the Cadet Challenge (Presidential Physical Fitness Program)
- basic first aid and life-saving skills
- substance abuse and mental management
- the globe, maps, and map reading skills
- characteristics of a good citizen
- legal issues of citizenship
- the Chief Justice process

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course is a cooperative effort between the Army and the host institution. It consists of practical application, demonstrated performance, and development of subject material knowledge.

The course is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, “To motivate young people to be better citizens.” It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Electives are a required component of the JROTC program and must be taught. Schools may not use these hours for other purposes. Electives are used to provide cadets with additional opportunities outside the scope of the mandatory section of the curriculum. Such opportunities are intended to supplement or reinforce the instruction or permit JROTC units to align their programs according to their desired academic focus.

Successful completion of Leadership Education and Training I requires 50 hours of additional instruction from Categories 1, 2, and 3 (as listed in *Leadership Education and Training, Program of Instruction*) and 24 hours for Administration, Testing, and Inspections. Service Learning Lessons are mandatory, but can be taught in any LET level as needed (4.5 hours).

The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC program. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

The curriculum used in the Army JROTC program is used in the National Defense Cadet Corps (NDCC) programs.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate knowledge of the mission, challenges, opportunities, and goals of the Army JROTC.

2. **Demonstrate knowledge of the United States congressional act that created the ROTC and the significant historical events that brought about the combination of military training and education.**
SS.A.3.4.9 analyze major historical events of the first half of the 20th century.
3. **Demonstrate knowledge of the importance of Army JROTC and the military in education at all levels and the relationship of the military to public education.**
4. **Demonstrate knowledge of the rank and structure of the Army JROTC, including enlisted and officer insignia, ranks within the cadet battalion organization, and duties and responsibilities.**
5. **Demonstrate knowledge of the ways in which the Army JROTC supports Army operations.**
6. **Demonstrate knowledge of decorations and awards and their related criteria.**
7. **Demonstrate knowledge of uniform wear, maintenance, and presentation, including appropriate occasions for wearing the uniform, proper personal appearance, and correct placement of nameplate, insignias, awards, and decorations.**
8. **Demonstrate knowledge of American symbols, customs, and traditions, including creation of the first “Stars and Stripes;” the significant parts and colors of the United States Flag and related courtesies; displaying and folding the United States Flag; sizes and uses of the three basic types of United States flags; the author and story of the National Anthem and related courtesies; and the history of the official National March, “Stars and Stripes Forever.”**
9. **Demonstrate knowledge and use of military traditions, customs, and courtesies, including salutes, ranks and proper titles, and other forms of respect to senior officers.**

10. Demonstrate knowledge of leadership behaviors as they relate to purpose, direction, and motivation; and identify areas for personal development.

- AT.6.1.4.1 analyze social, *legal, economic*, and ethical aspects of labor and management relationship.
- AT.6.1.4.2 assign tasks, coordinate work, and motivate peers at school, work, and sports or other social settings.
- AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings, across diverse populations.
- HE.B.3.4.2 know techniques for communicating care, consideration, and respect of self and others (e.g., encouragement, trust, and sexual abstinence).
- HE.C.2.4.4 know positive ways to influence others to make positive choices.
- HE.C.2.4.5 know methods for working cooperatively with others *to advocate for healthy communities* (e.g., community service projects *and health careers*).
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

11. Identify the development of leadership; the different approaches to leadership, reasons for using them, and their decline; and the environmental changes that affect leadership.

12. Demonstrate knowledge of how cadets' attitudes affect their actions; the relationship of individuals' values to their life experiences; the impact of people's values on how they lead, follow, or team with others; and how these values relate to Army values.

13. **Demonstrate knowledge of leadership, including the categories of character and competence; the definition of leadership dimensions; and the BE, KNOW, and DO model.**
PE.B.2.4.4 assume an active leader role, a supportive follower role, and a passive follower role as appropriate.
14. **Demonstrate knowledge of drill, including its origins in the United States Continental Army, its purposes in times of war and peace, its importance on military discipline, and the similarities and differences between the qualities of discipline instilled in the Continental Army and what military drill teaches and develops today.**
SS.A.4.4.3 understand the significant military and political events that took place during the American Revolution.
15. **Demonstrate knowledge of the responsibilities of followers and leaders in drill, types of drill commands, and the elements of a proper command voice.**
16. **Demonstrate knowledge of drill leadership skills, including preparation, teaching procedures, and the characteristics of a good drill leader.**
17. **Demonstrate knowledge and use of drill skills, including stationary movements, steps and marching, and squad and platoon drill.**
18. **Demonstrate self-awareness and an appreciation for diversity through Winning Colors® activities.**
19. **Develop a personal growth plan through the use of the Success Profiler™, the Personal Skills Map™, and other appropriate models.**
20. **Demonstrate knowledge of the requirements for becoming an active learner, including the traits of active vs. passive learners; the types of questions active learners ask, with related thinking types and viewpoints; the difference(s) between critical and creative thinking; and the differences between objective and subjective thinking.**

21. Demonstrate knowledge of the importance of reading, and use comprehension and vocabulary strategies to assist with reading skills.

- LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.
- LA.A.1.4.2 select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
- LA.A.1.4.3 refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
- LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.
- LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

22. Demonstrate knowledge and use of effective study habits, test-taking techniques, and time management strategies.

- LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
- LA.B.2.4.1 write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- LA.B.2.4.2 organize information using appropriate systems.

23. Demonstrate knowledge and use of effective communication skills, with emphasis on writing, listening, and speaking skills and verbal and nonverbal means of communication.

- HE.B.3.4.1 understand the relationship between verbal and nonverbal communication (e.g., body language, voice tone, volume, and pitch).
- LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.
- LA.B.1.4.2 draft and revise writing that:
- is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purposes of the paper;
 - demonstrates a mature command of language with freshness of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- LA.B.1.4.3 produce final documents that have been edited for:
- correct spelling;
 - correct punctuation, including commas, colons, and common use of semicolons;
 - correct capitalization;
 - correct sentence formation;
 - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and

- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

24. Demonstrate knowledge of conflict management, including the impact of conflict on relationships, the basic causes of conflict, and the facilitation of proper communication.

- HE.B.3.4.4 know skills for communicating effectively with family, friends, and others.
- HE.B.3.4.5 know strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills).
- HE.B.3.4.6 understand the possible causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and know methods for reducing that conflict (e.g., conflict resolution skills and peer mediation).
- HE.B.3.4.7 know strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations).
- PE.B.2.4.2 know various ways in which conflict can be resolved appropriately in game settings.

25. Demonstrate knowledge of financial planning, including the five-step process; the difference between needs and wants; setting SMART goals; how choice in money use affects goals; and the meaning of personal financial responsibility.

- AT.3.1.4.1 develop a budget, financial plan, and cash flow projections *for a team project*.

26. Demonstrate knowledge of the benefits and components of an exercise program.

- PE.A.3.4.1 know that physical activity reduces certain health risk factors.
- PE.A.3.4.2 know how regular physical activity can relieve the stress of everyday life.
- PE.A.3.4.4 know the role of physical activity in the prevention of disease and the reduction of health-care costs.
- PE.A.3.4.6 understand the importance of making a commitment to physical activity as an important part of one's lifestyle.
- PE.B.1.4.1 know how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.
- PE.B.1.4.5 know how to make changes in an individual wellness plan as lifestyle changes occur.
- PE.B.1.4.6 know the correlation between obesity, high blood pressure, and increased physical activity.
- PE.B.2.4.1 know risks and safety factors that may affect physical activity throughout life.
- PE.C.2.4.1 identify personal feelings resulting from participation in physical activity.
- PE.C.2.4.2 participate in games, sports, dances, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.

27. Demonstrate knowledge of good nutrition and the body's requirements for water, vitamins, minerals, fats, carbohydrates, and proteins for a healthy lifestyle.

- HE.A.1.4.9 understand how nutrient and energy needs vary in relation to gender, activity level, and stage of life.
- HE.C.1.4.4 know how to implement a plan for attaining personal health goals for the school year and know methods for evaluating progress.
- HE.C.1.4.6 know various strategies when applying the decision-making process regarding healthy habits (e.g., ways to avoid junk foods).

PE.A.3.4.7 understand the utilization of fats, proteins, and carbohydrates as related to physical activity.

28. Demonstrate awareness of the Presidential Physical Fitness Program and the Cadet Challenge, including their relationship, the components of the Cadet Challenge, and techniques for each event.

PE.A.1.4.1 demonstrate competency or proficiency in *self-selected* activities.

PE.B.1.4.2 know how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develop a training and conditioning program that enhances individual health-related needs.

PE.B.1.4.4 maintain and improve motor skills and knowledge necessary for participation in beneficial physical activity.

29. Demonstrate knowledge of basic first aid and life-saving skills, including the Good Samaritan law, steps for first aid intervention, questions to expect from 911, checking for ABCDs, rescue breathing, CPR, the Heimlich maneuver, control of bleeding, infection prevention, treating for shock, and immobilizing fractures.

HE.B.1.4.5 know injury-prevention and injury-management strategies for personal, family, and community health.

30. Demonstrate knowledge of the dangers of substance abuse and the importance of mental management, including goal setting and positive self-talk.

HE.A.1.4.1 understand the impact of personal health behaviors on body systems.

HE.A.1.4.2 understand the potential impact of common risk behaviors on the quality of life.

HE.A.1.4.3 understand the relationships among physical, mental, emotional, and social health throughout adulthood.

HE.B.1.4.1 understand the role of individual responsibility regarding personal risk behaviors.

HE.B.2.4.3 know how information from peers, family, and the community influences personal health.

- HE.C.1.4.1 know various strategies when making decisions related to health needs and risks of young adults (e.g., support-and-reward system).
- HE.C.1.4.5 know how to make positive decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs.

31. Demonstrate knowledge of the globe, including continents, oceans, poles, longitude and latitude, and the difference between the equator and the prime meridian.

32. Demonstrate the ability to interpret and use maps.

- SS.B.1.4.1 use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations *to depict geographic problems*.

33. Demonstrate knowledge of preambles, specifically the Preamble of the Constitution; You the People Citizenship Skills (i.e., cooperation, patience, fairness, respect, strength, self-improvement, and balance); and the difference between individual desire and the common good.

- SS.C.2.4.1 develop and define his or her own political beliefs and tendencies.
- SS.C.2.4.2 assess the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.

34. Demonstrate knowledge of immigration laws and the methods and standards for becoming a citizen of the United States.

- SS.C.2.4.4 understand the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.

35. Demonstrate knowledge of the evolution of the rights, responsibilities, and privileges of American citizens, including the characteristics of a participating citizen.

- SS.A.4.4.4 understand the political events that defined the Constitutional period.

- SS.A.4.4.5 understand the significant political events that took place during the early national period.
- SS.C.2.4.3 understand issues of personal concern: the rights and responsibilities of the individual under the United States Constitution, the importance of civil liberties, the role of conflict resolution and compromise, and issues involving ethical behavior in politics.
- SS.C.2.4.5 understand how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.
- SS.C.2.4.6 understand the argument that personal, political, and economic rights reinforce each other.
- SS.C.2.4.7 know the points at which citizens can monitor or influence the process of public policy formation.

36. Demonstrate use of the Chief Justice process to debate a position on an issue (e.g., flag burning and the First Amendment), determine an outcome, and render a verdict.

- LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.
- LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.